DOCUMENT RESUME

ED 046 178 EC 031 263

TITLE	Educational Specifications for Special Education Facility.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	69
NOTE	59p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Architectural Programing, Classroom Arrangement, Educational Equipment, *Educational Facilities, *Exceptional Child Education, *Handicapped Children
IDENTIFIERS	Florida

ABSTRACT

Educational specifications for an educational facility are detailed in the report. Space requirements, daily schedules, and equipment (for the aurally, visually, intellectually, emotionally, learning, and motor disabled) are discussed and diagrams are provided. (CD)

EC031263

JUN 18 1969

ED046178

EDUCATIONAL SPECIFICATIONS

FOR

SPECIAL EDUCATION FACILITY

SUBMITTED BY

DIVISION OF INSTRUCTION

DADE COUNTY PUBLIC SCHOOLS

MARCH, 1969

REV. JUNE, 1969

EC 031 263

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SPECIAL EDUCATION FACILITY

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I. THE PROGRAM

The Special Education Program

Dade County has conducted a nationally prominent program in the field of special education for some years. Our efforts stand out as laudable by comparison with national efforts. However, proud as we may be of our overall program, it must be acknowledged that we have done what we have done in spite of the facilities with which we housed these programs. It is difficult for the average administrator, dealing with concepts of normal space allocations per student, to realize the stringent and specialized space demands required to give comfortable mobility to various types of handicapped children. Where we have not met these demands in the past, for financial or other reasons, it is perhaps feasable now for us to provide housing consistent with our program efforts.

We are concerned with orthopedically handicapped, the deaf, the educable retarded, emotionally disturbed, learning disabilities, visually handicapped and the trainable retarded. Each of these groups has a different set of requirements necessary to offset a different set of obstacles. In general we need to supply more space than we have provided in the past, but we also need to supply supplementary spaces for treatment and observation. The many special requirements will be treated in detail.

Education Objectives

Special Education should be considered an integral part of the total school program and should include the following goals:

A. To provide equal opportunity for the exceptional child to develop physically, emotionally and socially.

B. To furnish an educational environment conducive to the child's maximum potential.

C. To develop within the exceptional child self-reliance and independence.

D. To assist the exceptional child in the acceptance of his disability and to help him in the selection of vocations which are practical and realistic.

General Objectives

1. Children with special problems are to be grouped according to learning and behavioral characteristics.

2. To provide diagnostic inservice and research facilities for the teachers of typical and atypical children within the district.

3. To provide physical facilities for a team approach to multiple problems.

4. To provide a place for children to be referred for diagnosis, observation and remediation; administrators and teachers for observation and inservice; and interns for field experience.

5. To provide data for research.

6. To provide personnel and children for demonstration.

7. To provide a focal point for reaching all children within the district who are atypical. They may come to the center part-time or full-time, may remain in their regular schools, or may attend the center for a short period of time for diagnostic purposes.

8. To maintain s highly trained and skilled faculty for consultation services and inservice training.

9. To provide appropriate education for the individual differences of all areas of disability.

10. To provide more efficient transportation by allowing convergence of buses to one focal point.

11. To provide mobility within the physical facilities to allow flexibility in grouping, team teaching and enrollment fluctuations.

12. To provide continuing education, social and recreational, after school hours.

Enrollments and Activities

A. (See daily schedules under Suite descriptions.)

		Number of Classes
B. Deaf, auditory and perceptually handicapped		5 @10 = 50
Blind and visual perceptual disabled		1 @10 = 10
Motor and neurologically impaired		3 @15 = 45
Intellectually disabled (phases 1, 2 and 3)	3 -	1 @10 = 10 2 @15 = 30
Learning disabilities and emotionally disturbed		3 @10 = 30
Total		15 cl. = 175 ss.

II SPACE REQUIREMENTS

The special education center will be a part of a regular elementary school and will serve children from kindergarten through 6th grade. In this demonstration center will be included the following:

1. Special Education Center attached to a regular elementary school using common kitchen, ~~teacher's lounge~~, library (partially) and office and general health services suite.

2. A diagnostic suite to include therapies (Physical, Occupational and Speech), psychological services, social service and couseling for children and parents, diagnostic and education specialist, teaching lab and retrieval and research computer.

3. Special Education Center to be comprised of "suites", one for each disability area and a common area for large group activities, dining and indoor recreation, research and in-service training.

4. Access to outdoors from each suite with adequate landscaping to provide beautiful outdoor play areas.

5. Facilities for an instructional and diagnostic program for the following areas of disabilities:

   Deaf, auditory and perceptually handicapped
   Blind and visual perceptual disabled
   Motor and neurologically impaired
   Intellectually disabled (phases 1, 2 and 3)
   Learning disabilities and emotionally disturbed
   Diagnostic Area
   Halls, Walls and Bathrooms

6. These and other ancillary and service areas will provide the following space distribution:

Facility		Area in sq. ft.
Suite #1		
A.	Deaf - auditory handicapped 4 space loft @ 700	2,800
	Deaf - (preschool) 1 space	800
B.	Visually handicapped 1 space	800
C.	Teacher-work area	450
	2 restrooms @ 50	100
		4,950
Suite #II		
A.	Emotionally disturbed - 3 space loft @ 700	2,100
B.	Motor and Neurological impaired - 3 space loft @ 800	2,400
C.	Intellectually disabled - 2 spaces @ 700	1,400
	1 space (trainable)	800
D.	Teacher work	650
	2 restrooms @ 50	100
		7,450
Suite #III		
A.	Multi-purpose I. M. C.-dining-stage	2,100
		2,100
B.	Diagnostic	
	Conference room	200
	Speech handicapped	100
	Hearing assess and therapy	100
	Psychological service and	100
	Physical and Occupational therapy	400
	Ortho bath and change room (50)	370
		1,270
	Net Total	15,770
	% Factor	1,750
	Gross Total	17,520

GENERAL INFORMATION

Closed Circuit Television

The entire special education building should be completely wired for closed circuit television. It is hoped that this media can be installed in the future.

Access to Exterior

We realize that there is a tendency to remain inside of air conditioned school buildings. However, we feel that consideration should be given to making the outside accessible to each of the instructional suites. It is recommended that outside areas be provided for these children due to the fact that their school day is usually the only time that most of these children have for being outdoors. Their bus ride home is long, frequently from 1 to 1½ hours. It is late in the afternoon. There is no one to supervise outdoor play. Their day ends in fron of a television set.

By confining these children to an air conditioned classroom for a school day of educational activities, it is depriving them of all of nature's delights—a view of beautiful trees, flowers, grass, as well as enjoying and benefiting from the sunshine. It just isn't possible to realistically portray all of this indoors. Access to the outside should be provided from each suite.. Unsightly views surrounding the schools can be easily and beautifully concealed with the tropical plant growth of our sub-tropical area. It may also be possible to place some windows and/or interior landscaping in the multi-purpose area.

One-way Vision Mirrors

These will enable staff, parents and visitors to observe children in each classroom without disturbing the children. Mirrors can be placed in conference rooms.

One-way Vision Mirrors - continued

It is planned that this center will provide a place for children to be referred for diagnosis and observation. It will also provide an opportunity for observation by administrators, teachers, participants in inservice programs and interns for field experience. We now have many requests for students, teachers and administrators to observe our programs. With the plans to provide comprehensive programs throughout Florida, we can expect these requests to increase. It is, therefor, desirable to provide for observation of these classes.

Doorways

All should be a minimum of 42 in. wide for easy access of children in wheel chairs.

Storage

Wheel chairs, walkers, cots, and standing tables all need to be stored when not in use.

In a center of this size there should be space for storing 10 wheel chairs, 6 walkers, 30 cots and 3 standing tables.

In addition to this special equipment, there will be physical education equipment and play equipment such as tricycles, bicycles, wagons, etc. This would require approximately 200 square feet. General supplies storage, approximately 30 feet.

The above is all in addition to the usual storage space in the classroom.

Bus Loading and Unloading

Provisions should be made for a covered area for children to be loaded and unloaded from buses. All special education buses being purchased have the electric hydraulic lift, therefore a loading ramp is not necessary.

Chalkboards should be adjustable in rooms for orthopedically handicapped children who are sitting in wheel chairs. (See pictures taken in Jacksonville by Mr. Baggeson.)

Book Shelves

Approximately 500 lineal feet of shelving will be installed in the classrooms with a minimum of 42 lineal feet in each classroom with the exception of the two classes for the deaf which open on to the multi-purpose room. A mobile book case will be used in these two rooms in addition to the shelving which will be less than the 42 lineal feet.

The library in the regular school will be used by the exceptional children.

Electrical Outlets

Electrical outlets, capable of powering 8 machines, should be placed at approximately every 12 feet to 15 feet or outlets equivalent to these specifications.

Water Fountains

Water fountains should be installed with a clearance of 28 inches for children in wheel chairs. Push button operated fountains would be desirable for those who are unable to operate the conventional type.

Wheel Chair Storage

Storage stalls (16" x 38") for approximately 15 wheel chairs should be installed in the rooms for children who are orthopedically handicapped.

Ancillary Personnel

Personnel for diagnosis, prescriptive teaching recommendations and counseling will be utilized. It is hoped that more teacher aides will be available for use in the exceptional child program in the future.

SUITE I

A. Deaf and Auditory Handicapped

The children to be served in this area have hearing impairments which are so severe that it is necessary to begin their schooling at age three and continue through the elementary grades. The groupings on the elementary level are: Preschool - Ages 3 to 6; Primary - Ages 6 to 9; Intermediate - Ages 10 to 13.

Within these three divisions are sub-divisions such as Primary 1 and 2 or Intermediate 1 and 2, and within these groups are children whose academic achievement and/or emotional development may vary down to a much lower level or to a somewhat higher level. Cross-grouping of the children is effected to accommodate the needs of the children with retarded development or special advanced skills.

Approximately 50 children in groups of from eight to ten are anticipated for this area. This space will be used for classroom procedures combined with auditory training, speech training and language development. It should be accoustically treated so that it will have a minimum of reverberation, which is particularly important in reducing the distribution and confusion of extraneous noises for children wearing hearing aids.

No special space or installation requirements are necessary for an auditory amplifier-broadcaster. However, if the operable walls are from ceiling to floor with no solid wall over the moving wall, then the antenna for the auditory unit will have to be installed under the carpets. Normal installation for this antenna is merely by attaching it around the room to the four walls with a lead wire down the wall to the unit.

Deaf and Auditory Handicapped - continued

Four units of 700 sq. ft. will combine to form a 2,800 - 50 ft. loft area. These units may be separated by non-acoustical visual barriers. Since each unit will be allocated on 8-10 ft. work counter with sink and water for arts and crafts, it is possible that these may be combined between equivalent units of two. The fifth unit, or Preschool unit, should be divided from this suite by a movable, acoustical door or wall.

The loft area will also be divided from the visually handicapped room by a movable, acoustical wall. The teacher work area should have immediate access to and from as many of these areas as possible - certainly from the loft area.

Preschool Deaf

TYPICAL DAILY SCHEDULE

8:15 - 8:30	Buses are arriving. The teacher meets the children and supervises their activities during bus arrival time. She divides her time between overseeing the children who have already arrived and those who are arriving. She attempts to position herself so that this important dual function may be effectively carried out.
8:30	The children are seated at their assigned table places. Any clothes to be hung up are removed and placed in a hinged storage cabinet. The children place lunch items, books or small articles in an assigned storage area along a wall. Then they are seated again in their places. The teacher tries to talk to each child or at least exchange a greeting.
8:35	The class participates along with the opening exercises from the school pupil address system. The teacher leads the pupils in this because they cannot hear the details of the broadcast.

Preschool Deaf - contd.

8:45 - 10:15 Communications Block - Morning News: The children leave their assigned table places and move to chairs in the semi-circle area. The child-size chairs face a wall chalkboard which is at least two slates wide. It is equipped with a projector screen roll on one side and hooks for hearing charts above and below. The teacher faces the children in a chair which is their size. To her right is an overhead projector and table-high rolling materials table. The lesson begins with talk about what day today is, or what will happen tomorrow, or what was done yesterday. In addition, there is talk about one or two of the children - what they are wearing or possibly a birthday. This "News" is printed on the chalkboard in two or three short, simple sentences. Any and all kinds of parallel talk is encouraged. This session is never over as long as conversation is in order.

The children then return to their regular places at the tables and take out crayons. The teacher passes out art paper and the children draw any ideas from the news session.

The Auditory-Amplifier-Broadcaster receivers are strapped to each child's waist and the headsets placed. The children go to the semi-circle and the teacher moves over to the Broadcaster. She puts a record on the turntable. Example of study: The children may listen to recorded animal sounds. The teacher shows pictures of each animal to match the sounds. She pronounces with her lips, the name of the animal as the record sound of the name is broadcast. The children then talk about the animals, where they live, what they look like and try to imitate their sounds.

10:15 - 10:45 Free play both outside and inside. Organized games outside and rhythms or social development games inside. Outside games are under supervision of the teacher in the fenced-in or protected area using playground equipment suited to preschool children.

10:45 - 11:15 Housekeeping duties: Pick up papers, clean off table tops, put away toys, straighten chairs. Clean up for lunch.

11:15 - 11:45 A.M. group has a snack and P.M. group has lunch.

11:45 A.M. group rest-up and preparation for bus arrival.

Deaf and Auditory Handicapped - continued

Primary and Intermediate Deaf

TYPICAL DAILY SCHEDULE

8:15 - 8:30 Busses are arriving. The teacher must take responsibility for pupils between bus and classroom as well as within classroom while pupils are arriving.

8:30 - 8:50 Opening exercises. Children are at assigned desks or tables. All personal items or work materials are put away in a space provided either at the desk, table or cabinet. The opening exercises are lead by the teacher. She listens and repeats the information to the pupils who either lipread or can hear the teacher's voice.

8:50 - 10:15 Communication Block. The teacher has prepared overhead projection transparencies on (a) basic vocabulary words in the appropriate level in the pupils' Language Development Series (b) content questions for story assimilation and understanding to be used as a check for effectiveness of the lesson. She will use a chalkboard for illustrating and developing spontaneous thought questions which arise during the lesson.

The entire class go to the semicircle of chairs. Facing them to their right is an overhead projector screen. This is attached to the top of the chalkboard. The teacher sits facing them with an overhead projector to her right.

The children are told to open their books to the story to be studied for the week. One child is encouraged to note the title and to read it to the group. Another is asked to write it on the chalkboard. The title is talked about hoping to get a basis for building up some parallel concepts about the story and relationships to all or some of the children's daily lives. The picture accompanying the story is talked about. Familiar objects and unfamiliar objects in the picture are talked about. Names of some of these may be written on the chalkboard.

The story is read. Any one of many approaches may be used. One is to have each child read a sentence. For older children silent reading is the preferred method.

Another technique which may be or may not be used is a dramatization of the story. Usually this is an excellent method of creating interest or illustrating action of time sequence in the story. Dramatization is done by moving each chair in the semicircle back two or three

TYPICAL DAILY SCHEDULE

8:50 - 10:15 con't

paces. The larger semicircle space now becomes the stage. After the dramatization, the children return their chairs to the smaller semicircle.

In some part of the language block each day, the change to the amplification provided by the Auditory Amplifier-Broadcaster is made. Most children wear their own individual hearing aids throughout the day. However, for this group, wireless amplification technique provides a better quality of auditory amplification. During the day an individual child or a group of 3-4 children might change to the Auditory-amplifier receiver instead of the individual hearing aid. Some time during the communication block is usually set aside for group amplification, otherwise referred to as auditory training. Each student has a student receiver which is matched up to the amplifier-broadcaster. The student receiver is a headset with a boom mike attached to small FM radio signal receiver. This receiver is strapped to his waist. Wearing the individual receivers, the children are seated again in the circle. From here the teacher may proceed into the part of the lesson using the overhead projector transparency. After some discussion of words and their meanings and the questions and short answers, the children usually return to their assigned desk or table to undertake some form of individual seat work which may vary from looking up words in the dictionary to copying questions and forming full sentence answers. During this time the overhead projector can be turned on again. The teacher circulates among the children helping an individual or calling the group's attention to some part of the lesson which may help with their understanding.

10:15 - 10:45 Physical Education. This time may vary with a school schedule. Physical Education is outside with teacher or inside in rhythms and dancing.

10:45 - 11:00 Room clean up. Materials are put away which were used in the Communication Block. The children assist in cleaning the floor and table tops and arranging the room.

11:00 - 12:00 Individual oral reading instruction. During this time some pupils are given permission to work quietly in special projects or written assignments. The teacher works with small groups of two or three pupils in the

Primary and Intermediate Deaf - con't

TYPICAL DAILY SCHEDULE

11:00 - 12:00 con't	semicircle of chairs. As each small group finishes, the children return to their assigned desks and other groups move to the circle. The teacher may use the overhead projector, the chalkboard and the amplifier receivers.
12:00 - 12:45	Lunch. Wash up before and rest afterwards.
1:00 - 2:00	Arithmetic Lessons. Except for introduction of concepts, this is individual supervised work at desk.
2:00 - 3:00	Science and Social Studies. This is predominately a group lesson utilizing films, filmstrips, field trips and related map study. Art lessons are often worked in at this time, as well as special lessons on people of our nation and the world and their customs. This lesson may utilize the entire room area.
3:00	Dismissal. All pupils assist the teacher in arranging the room, placing amplifier receivers back in the cabinet and setting floor microphones back along the wall. The pupils line up at the door and go to the bus loading area accompanied by the teacher.

FURNITURE -- DEAF SUITE

Pre-School

6 chairs - 11"
6 chairs - 12"

5 trapezoidal tables - adjustable legs (21")
5 trapezoidal tables for work table arrangement, adjustable legs

1 work corner table - adjustable legs 42 x 60

1 tote-tray cabinet - unit of 12 trays

Primary

5 chairs - 14"
10 chairs - 15"

10 open front desks - 25" (adjustable)

3 trapezoidal tables - adjustable legs for work corner arrangement

1 all-purpose work table - 42 x 60 - adjustable legs

1 tote-tray cabinet - unit of 12 trays

Intermediate

5 chairs - 15"
10 chairs - 16"

5 open front desks - 25" (adjustable legs)
5 open front desks - 27" (adjustable legs)

3 trapezoidal tables - adjustable legs

1 all-purpose work table - 42 x 60

1 tote-tray cabinet - 12 trays

Multi-handicapped Deaf

5 chairs - 15"
10 chairs - 16"

5 open front desks - 25" (adjustable legs)
5 open front desks - 27" (adjustable legs)

3 trapezoidal tables - adjustable legs

1 all-purpose work table - 42 x 60

1 tote-tray cabinet - 12 trays

SUITE I

B. The Visually Handicapped

In a typical resource room for the visually impaired there are eight to ten children, ranging in age from preschoolers to 6th graders. In addition to the wide age variance the needs of each child are usually unique, so that much individual help must be given.

There might be, for example, one or two totally blind children, from birth, who must do all of their work by means of braillewriters, raised maps, and other special equipment. These children need to have much enrichment to develop true concepts of the world around them, and must have help in mobility and orientation, dressing, eating and other skills of daily living.

There may be others who have depended upon vision as a major avenue of learning, but who have either lost or are losing their vision. These children often have additional problems of adjustment and sometimes emotional disturbances.

Partially seeing children in the group fall into many different categories, some being very sensitive to light, some having only "tunnel" vision or only peripheral vision, some becoming easily fatigued and able to use their eyes only for short periods, etc.

Often children with partial vision have not been detected until they have finished several grades in a regular classroom and, because of inability to keep up and failure on the part of educators and parents to recognize the problem, have developed feelings of inadequacy and insecurity.

Because, numerically, a resource class of blind children seems small (especially since some of the children are out in regular classes for varying degrees of time) it is often thought that only a very small work area is needed. This does not take into consideration the bulky equipment, such as record players, tape recorders, braillewriters, typewriters, talking book machines, and the need for much extra book storage or the special need of space for developing freedom of movement in the blind child.

It is very important that there be sufficient space in the classroom for storing braille books so that they may stand upright since stacking might damage the braille dots. Approximately 100 ft. of adjustable shelving is recommended. Both braille and large print books are taller (approximately 15"x15") and heavier than other books and need wide, sturdy shelving. The "Vest-Pocket Dictionary" in braille is in seven very large volumes and the large print dictionary is too large and unwieldy to carry from place to place. Ideally, the school library should also have some deep shelves to set aside for braille and large print books, some accessible in height to very young children. The library should also have a talking book recorder and records for the children's use.

There should be space for at least three large print typewriters in a resource room and since these are very heavy they must be on sturdy tables. One of these should be on a table with casters so that the child could move it closer to his desk. This is also true of the talking book recorder and the tape recorder.

The Visually Handicapped - continued

Since the children use the talking book recorders, tape recorders, language masters, and FM radios, it is important to have extra electrical outlets. A listening center in one area of the room where two or three children could listen to a record or tape without disturbing others should be provided.

The lighting system in the case of children with even a minimum of useful vision is even more important than with children of normal sight. Special care must be taken to use chalkboards which do not absorb too much light yet provide sufficient contrast for poor vision. It is also important to place bulletin boards well within eye range of those children who largely depend on their vision and within arm's reach of blind children so that they can reach the braille papers posted.

Any equipment which can be easily upset must be placed in the room so that it is out of the line of travel to and from doorways. The children can learn to be careful in exploring and they can be taught the actual physical layout of the room. If the placement of equipment is logical, the child will know just where he can expect to find things and he can exert caution in locating them. He can also learn to return used equipment to its proper place. This is excellent training for all children, but is especially necessary for blind children if they are to grow up to be independent and efficient.

The furniture should be of correct height for the children although large and sturdy enough to take care of necessary equipment and compact enough to conserve important floor space. Often the child needs a braillewriter, braille books, and papers on the desk at the same time. The fact that there will be small and large children together must also be taken into consideration. Racks or special tables could be utilized for such items as the dictionary or any other work of many volumes. Blind children need extra motivation and encouragement to do research, and since lifting heavy and cumbersome books is not an attractive task, the equipment, at least, should be easily accessible.

There should be a sturdy, flat top table which can be used for art work, clay sculpturing, braillewriting and reading.

Suggested desk specifications are: Top - 32"x20", 7/8" thick; Legs - 1 5/8", rounded edges, metal glides; Height - 29½"; Tongue and Groove construction; Open box - 19"x16"; Compartment - 7"x16"; Shelf - 7"x13".

It is important that a sink and toilet facilities be in or near this area.

Some blind and partially sighted children are restricted in their ability to participate in all phases of a regular physical education program, yet need activity to develop coordination and muscle tone. For this reason some very special equipment is necessary. A large wooden platform with rails around the sides would be excellent for teaching the children to roller skate.

A successful program depends upon close cooperation and teamwork between the resource teacher and the regular teacher on each grade level and the resource schedule must be fitted to the various schedules in the regular classes.

The Visually Handicapped - continued

How much time the child spends in the regular class depends upon his own needs and abilities. Sometime a child will leave the resource room only for a short period of time at the beginning of the year but sta/ out longer as his own skills are perfected to the point where he can participate as a contributing class member. When he reaches high school age the average blind child should be able to work independently in the regular classes, always assuming that materials, math equipment, raised maps, tapes, records, and readers are available to him.

TYPICAL DAILY SCHEDULE

It is difficult to speak of scheduling in this type of resource room because its outstanding characteristic is flexibility. It would usually go something like this:

8:30 - 8:45	All children present for opening exercises and singing
8:45 - 9:00	One 2nd grade partially sighted child and one 6th grade partially sighted child go to regular classes where they remain until lunch. All others work on handwriting. At this time the teacher would give special help to a totally blind 6th grade girl who is learning to write her name.
9:00 - 9:30	One 2nd grade boy would be doing various types of seatwork or working at the language master. Two children who are working on 3rd grade level would spend approximately 15 min. each at the typewriter and language master, supervised by a volunteer. During this period, the teacher gives individual instruction to four older children on arithmetic computation through the use of the Cranmer Abacus, adapted for the use of the blind.
9:30 - 10:00	Two 5th grade children and one 6th grade child go to regular classes. One will return at 10:00. Two will remain until noon. During this period one 6th grade girl works on arithmetic assignment in braille. The volunteer helps one younger child with number concepts through use of toy money, counting sticks, etc. The teacher works with two younger children on braille, abacus and reading skills.
10:00 - 10:30	The teacher work with older braille students on a more or less individual basis in reading, word study, and distinguishing easily confused braille signs. The volunteer helps an older child with typing. Two younger children are usually out in regular classes for special periods such as music, art or library.
10:30 - 11:00	The older children are finishing assignments and working individually with the volunteer on typing. The teacher works with younger children on arithmetic or reading.
11:00 - 11:30	Only three children are in the class. At this time a blind high school girl comes to help as a part of her high school program. Individual help is given, following up on regular class assignments, etc. The volunteer high school students helps a beginning braille student.
11:30 - 12:00	All are together for lunch.

The Visually Handicapped - continued

Schedule - cont.

12:00 - 12:20	Teacher reads aloud to group
12:20 - 1:00	Volunteer high school student works with an older group in music, teaching them to play the bells, to match tones, and to sing. During this period, the teacher works with the 6th grade girl, who was out all morning, on abacus, braille and arithmetic skills since she did not want to join the music group. Two 2nd graders work at the Language Master, listen to records, or play educational games.
1:00 - 1:30	Older children finish arithmetic assignments then work on various language arts projects such as the class paper or original plays. Younger children work with the teacher writing stories, news, etc.
1:30 - 2:00	Two 6th grade girls go to regular class for Social Studies and Science. Two 5th grade boys are completing arithmetic assignments. The younger children work on Health and Science.
2:00 - 3:00	Younger boys go out to Physical Education from 2 to 2:30. Many special activities come during this period such as School Chorus, Junior Garden Club, Girl Scouts. Unfinished tasks are completed and children work on special Science, Social Studies or Crafts Projects. During warm weather, these children will go to a recreation center for swimming, three days a week.

Often the children return from their classes at unexpected times because of an activity in which they could not participate or because of their need to use equipment in the resource room in completing their assignments. At other times they are asked to stay longer in the regular class for some special activity. As was mentioned before, the special education teacher attempts to schedule these activities around these of the regular class, making any adjustments which are necessary.

FURNITURE -- VISION SUITE

3 chairs - 12"
3 chairs - 14"
15 chairs - 16"

3 desks - 21" open front
3 desks - 25" open front

5 desks - 27" trizoid - 35½ x 21"

5 typewriter tables - on casters 30 x 24 adjustable height

1 all-purpose work table - 42 x 60

1 tote tray cabinet - 12 trays

SUITE I

C. TEACHER WORK AREA

Work and desk space for teachers are very necessary for the type of program specified for this school. Here teachers will keep and file their records, contain small libraries of professional references, and produce charts, maps, acetates, films, recordings and the myriad other materials which must be made constantly to allow the many, varied groupings of children to work at their best pace. It is reasonable to plan the equivalent of desk space for six people. This "equivalency" takes stock of the fact that built-in counter space, running continuously, might be provided with filing cabinets underneath, with drawers of a desk type, etc. The work space must extend beyond the desk space, of course, allowing room for the mimeograph and other equipment & materials. Shelves above this work area must be high enough that they do not interfere with the mimeo or other work with small tools or instruments. Electrical outlets strip type, should be staggered along the counter. Work counters should be open beneath. This room will require about 450 square feet.

SUITE II

A. LEARNING DISABILITIES AND EMOTIONALLY DISTURBED

Two programs will be offered in this suite. One is designed to extend educational services to those children whose educational achievements are not commensurate with their intellectual function due to deficits resulting from impairment in perceptions, conceptualization, language, memory and control of attention. The other is for the child who is unable to deal in an appropriate manner with the expected tensions, anxieties, stresses and day to day rules and regulations required of him.

This space should provide for three groups of approximately ten children in each group. A daily schedule is provided to further clarify the programs. Three areas for each group are recommended:

1. Mastery and achievement center which includes student's desks and two study carrels where academic assignments are given.

2. The exploratory social center where science, art and audio-visual equipment is used.

3. The attention-response order center where games, puzzles, beads, blocks, etc. are used. This area should be large enough for two small tables and a study carrel.

Each room should be divided into definite areas using movable bulletin boards, screens, cabinets, etc., for dividers. These should be high enough so children cannot see over them when sitting, but low enough so that all areas are in clear view of the teacher. Open space for large muscle activities and place for sand table, boxes, blocks and manipulative toys.

TYPICAL DAILY SCHEDULE

8:30 - 8:45	Flag salute and morning exercises
8:45 - 10:00	Language development and visual perception activities. Work with each child in developing sequential concepts such as: Today is ..., Yesterday was ..., Tomorrow will be .... Children move to area that has open space for work in eye-hand, eye-foot coordination and directionality. Children will be involved in movement; with a ball, perhaps later at a table with specially designed games. These games can be puzzles of various shapes, sizes and colors, workbooks or ditto sheets. For language development, activities may center around use of record players, tape recorders, sound-producing objects such as bells, cylinders, etc. Therefore, an area needs to be arranged where a listening station, (tape recorder and three or four headsets) can be set up and audio-visual equipment used.
10:00 - 10:30	Snacks and quiet conversation.
10:30 - 11:30	Gross motor development. An area is needed for using mats, trampolines, stepping stones, walking boards, full length mirror, and all kinds of free movement activities.
11:30 - 11:45	Prepare for lunch.
11:45 - 12:15	Lunch

First group may return to home room and second group comes in for similar program.

Emotionally Disturbed

TYPICAL DAILY SCHEDULE

8:30 - 8:45	Opening Exercises
8:45 - 9:00	Sharing time. Children show interesting things they brought or tell of some experience they had.
9:00 - 9:30	Total Group activity. Children are in their seats. Reading skills are presented such as work in initial, medial and final consonants, vowel sounds, etc.
9:30 - 10:00	Class is divided into small groups of one or two in each group. One group may go to the communication center to work with a language master or filmstrip projector, another group may work with teacher on comprehension skills, another may work independently in the library center.
10:00 - 10:30	Snack time and free play
10:30 - 11:15	Children move from one center to another to work in various media for developmental reading. The teacher or aide moves from group to group giving assistance where needed.
11:15 - 11:30	Prepare for lunch
11:30 - 12:00	Lunch
12:00 - 12:30	Rest, Music - Children might listen to records, or sing
12:20 - 1:30	Arithmetic skills. Children are at their desks. Flash cards and drill material for development in basic skills takes place. Pupils then move into small groups for work with counting frames, arithmetic wheels, arithmetic games, etc.
1:30 - 2:00	Physical Education to develop muscular coordination.
2:00 - 2:45	Arts and Crafts. Work with plaster of paris, crepe paper, paste, scissors, clay, etc.
2:45 - 3:00	Clean up. Summary of day's activities. Dismissal

FURNITURE -- LEARNING DISABILITIES AND EMOTIONALLY DISTURBED CLASSES

10 trizoid desks - adjustable legs

15 chairs - (5 - 13", 5 - 15", 5 - 16")

1 tote bin cabinet - 12 bins

3 trapezoidal tables for work corner

1 all-purpose work table - 42 x 60

SUITE II

B. MOTOR HANDICAPPED AND SPECIAL HEALTH PROBLEMS

The program for orthopedically handicapped in special classes is organized for children whose physical disabilities relate to crippling conditions or special health problems such as hemophelia, heart disease, etc. Consideration is given to the academic, physical and social developmental levels of the children.

Children may be in wheelchairs, on crutches, in braces, in walkers or a combination of any of these.

Three groups, totalling approximately 36-45 children will be served in this suite. Operable room dividers will be necessary. Space for standing tables, typewriter tables, desks of various sizes, work tables and other special furniture and equipment is needed.

Chalkboards in each room should be low enough for use by children in wheelchairs and grab bars near each chalkboard for support. Corkboards for display purposes also are needed.

Some children move from wheelchairs to desk seats for work and practice in self-help. Storage space for wheelchairs (under storage cabinets, perhaps) should be provided.

Cabinets are needed for light storage for manipulative toys which the children can take out and replace independently.

Outlets for electrical equipment such as typewriters, tape recorders, record players, film strip projectors and T.V. etc. are needed.

Rest is considered an essential part of the program and space for 10 cots in each suite should be provided.

TYPICAL DAILY SCHEDULE

8:15 - 8:30	Teacher meets children at loading zone, helps children into waiting wheelchairs when necessary and guides them to classroom.
8:30 - 8:45	Children settle at their desks in the total group academic area. Flag salute and regular morning exercise takes place.
8:45 - 9:00	General sharing time.
9:00 - 10:00	Through the sharing period a group experience language lesson or chart story can be written on the blackboard. This lesson can be used for each child to write the story. More advanced children can answer questions about the story and work with the dictionary. Words from the story can be used for spelling and for a formal writing lesson. During this time too, the teacher will take small groups to another part of the room for reading instruction. Individual children will move to the library area or to some other independent work area to use a language master or typewriter, draw a picture related to the reading, etc.
10:00 - 10:30	Children gather in open area(see drawing) where orange juice or milk and cookies are served. Some children may lie down for a rest period. Others may play with games indoors, or the class may move outdoors for recess.
10:30 - 11:15	Total group returns to academic area, to desks and chairs for instruction in arithmetic. After general instruction, some children will move to independent work areas to work with arithmetic games, use the many resources in the room, audiovisual equipment to reinforce learning, the library area, or arts and crafts area.
11:15 - 11:30	Children put work away, wash up to get ready for lunch.
11:30 - 12:00	Lunch
12:00 - 12:15	Some children will lie down to rest, others will gather in open area to listen to records.
12:15 - 1:15	This time is used for science, social studies, spelling and writing. Children will group in various work areas. Some will work at their seats.
1:15 - 1:30	Orange juice or milk is brought in. Those who need to will rest. Others will play indoors or out.

Motor Handicapped - cont.

Typical Daily Schedule - cont.

1:30 - 2:00	This is a time for arts and crafts. Sometimes children will work with paste, scissors or clay. Other times they may make something of paper mache or use crayons or paints.
2:00 - 2:20	Children may gather in open area for a story, a film, music or drama.
2:20 - 3:00	Children will return to various areas to complete the day's work and receive individual instruction.

FURNITURE -- MOTOR HANDICAPPED

Motor Handicapped - 2 rooms

5 typewriter tables on casters - 30 x 24 adjustable

2 hydraulic lift work tables - 60 x 48 adjusts to 27" x 48"

20 ind. tables - 24 x 36, adjustable legs

6 trapezoidal tables - adjustable legs - 3 for each room

30 sturdy wooden chairs - (15 - 15" & 15 - 16")

2 tote bin cabinets - 12 bins each

Pre-School

5 chairs - 13"
10 chairs - 14"

10 ind. tables - adjustable legs - 24 x 36

3 trapezoidal tables for work corner arrangement

1 work table - 42 x 50 - adjustable

1 tote bin cabinet - 12 bins

5 carts - on casters - (1 for each suite) with electric outlets to hold projectors or other equipment.

All room dividers, visual or total room will have a variety of surfaces.

Teacher Work Rooms - (other equipment)

paper cutter

tape recorder

overhead projector

typewriter

SUITE II

C. INTELLECTUALLY DISABLED

Elementary Trainable Retarded

"Children identified as trainable mentally retarded require close supervision as children and adults. Their mental ability limits their acquiring social and academic skills necessary for complete self-support. The program is designed to stress self-care, social adjustment, and economic usefulness within a sheltered environment."

These pupils are divided into A.M. and P.M. groups. A maximum of ten pupils are enrolled in each session.

Elementary Educable Retarded

Children who are identified as educable retarded by an individual psychological test are placed in a program that is designed to develop their academic, social and physical abilities to the maximum.

Two groups totaling 25 to 30 children will be served in the two adjoining rooms. Each room should be equivalent in size to a regular classroom. Room dividers would allow the two rooms to become one large area.

The two classrooms would be divided into primary and intermediate groups. The pupils would have an age range of 6 to 10 and 10 to 13 years. This division would be flexible to allow boys and girls to move back and forth between the two rooms for work or activities which are best suited to their individual capabilities.

Educable pupils are not bused to school, but attend the neighborhood school. When they arrive in the morning, they hang up their wraps and place items in their own desk or other space which is provided.

Intellectually Disabled - cont.

Elementary Trainable Retarded

TYPICAL DAILY SCHEDULE

8:30		Pupils arrive and hang up wraps. Storage drawers should be large enough for personal and school items.
8:30	- 8:45	Pupils and the teacher gather in the area of the kidney shaped table for opening exercises which include flag salute and group singing.
8:45	- 9:15	Since these pupils come by bus and have been on the bus from a half hour to an hour or possibly longer, they are given this time to select any activity they want to do. They may change as often as they wish as long as they wait their turn for the equipment they wish to use. The Teacher circulates among the children, helping and showing them how to use the equipment and improve their skills. The children may play on the indoor play equipment such as parallel bars, slide, climbing gym, low basketball throw (2½ ft. high), balancing beam, or bouncing balls in the play area. Others may use the library, listen to the music or a story by the use of earphones, paint on the easel in the art area, build with blocks, play in the home-making area, grooming, or write and draw on the blackboard.
9:15	- 9:20	Clean up--pupils return everything to their proper places.
9:20	- 9:50	All the pupils join the teacher at the kidney shaped table where the mirror is located. This table seats ten children. The first part of this period is a group language and reading lesson, using the mirror as an aid for better speech. When the children are ready to do the activities related to re-enforce this lesson, some of the children will move to the other kidney shaped table. The teacher will work with children at both tables, helping them with the seat work and giving individual language instruction. The activities related to this lesson may be writing, reading, coloring, clay work, cutting, or some other media. A child that finishes early may go to a quiet station for an activity. Supplies are kept on shelves in the quiet area of the school tables. As the children finish their assignments, they are assigned another activity until this period is completed.
9:50	- 9:55	Pupils clear the tables and prepare for milk period. All pupils must wash their hands.

Intellectually Disabled - cont.

Elementary Trainable Retarded - cont.

TYPICAL DAILY SCHEDULE

9:55	-	10:15	Children help prepare for a snack of milk and crackers
10:15	-	10:20	Cleanup and prepare for play period.
10:20	-	10:40	Play period. This may be indoors or outdoors according to weather conditions. This should be highly active with the use of large muscles as in running. It may include ball games, circle games, and music. Games are both repeated and varied to keep a high interest level. When indoors, the indoor playground equipment may again be used.
10:40	-	11:00	Arithmetic lesson. This can be done at the blackboard or written while seated. Arithmetic games, such as choral reading, singing, or a simple version of a game like bingo, are very effective.
11:00	-	11:20	This time can include different activities and they are varied from day to day. This can include music (listening, singing, dancing), stories (reading or acting), rhythm band, rhythm activities or group games (in the play area).
11:20	-	11:30	Pupils are seated in a circle or at a table to review and evaluate the morning work. They are dismissed at 11:30.

The afternoon group arrives at 11:30 and has lunch with the teacher. This group follows a similar program starting at 12:00 and ending at 3:00.

FURNITURE -- ELEMENTARY TRAINABLE RETARDED

5 chairs - 14"
5 chairs - 15"
5 chairs - 16"

10 open front desks - adjustable legs (25")

3 trapezoidal tables for work corner

1 all-purpose table - 42 x 50

1 tote bin cabinet - 12 bins

Intellectually Disabled - cont.

Elementary Educable Retarded

TYPICAL DAILY SCHEDULE

8:30 - 8:45 Pupils seat themselves at their desks for opening exercises.

8:45 - 9:10 Seated at their individual desks, the teacher and pupils discuss and plan the work for the morning. All information and directions are given and material distributed.

9:10 - 10:00 Some pupils will work at their desk, others will have assignments at such places as:

1. Audio-visual table -- film strip machine, teaching machines, language master, and tape recorder with headsets.

2. Science center -- books, insect collection, small plants, art paper, crayong, paste and scissors.

3. Library -- an assortment of approximately 20 books on children's reading and interest levels.

4. Art table -- paper, clay paints, crayons, pictures, etc.

If a pupil needs isolation to work effectively, he may be assigned to this area. While the pupils are doing their work the teacher meets at the kidney shaped table for individual and group reading lessons.

As a pupil finishes one assignment he proceeds to the next. Between each reading group, the teacher checks the pupils' work and gives individual help and explanations where needed.

10:00 - 10:40 The physical education period is generally outside and is given by the physical education teacher. When this must be given indoors, the divider is opened, giving a large area for exercise, such as games, stunts and tumbling.

10:40 - 10:50 Prepare for lunch.

10:50 - 11:20 Lunch period in the cafeteria.

11:20 - 11:30 Quiet period -- music or story read to the class by the teacher.

11:30 - 12:10 Arithmetic. This period will be individualized work and instruction. The teacher will have individual assignments for each child. Some will work at their desk,

TYPICAL DAILY SCHEDULE

11:30 - 12:10 cont.	others at the blackboard, still others may use a number concept film strip, while others play number games at the game table. The teacher circulates and gives individual instruction. She may have one or more join her at the kidney shaped table for individual instruction.
12:10 - 12:30	Group writing and spelling will bring the pupils back to their desk. Desks would be placed so that all could easily view the blackboard.
12:30 - 1:00	Arts and crafts. Pupils would often be working on individual and group projects such as a large frieze.
1:00 - 1:30	Supervised play. In good weather the pupils usually play outdoors. In bad weather, or for specialized instruction, the divider is opened to make a large play area. Specialized instruction would be given in square dancing, folk dancing, or a dramatic program.
1:30 - 1:45	Primary group either gathers at the kidney shaped table or in a group seated on the floor for group evaluation of the school day.
1:45 - 2:00	Primary group - clean up and dismiss.
1:30 - 2:40	Intermediate group works on arts and crafts projects. At this time the teacher has an opportunity to tutor individual pupils.
2:40 - 2:50	Clean up.
2:50 - 3:00	Review and evaluate the day and dismiss.

FURNITURE -- EDUCABLE MENTALLY RETARDED

Primary

5 chairs - 14"
10 chairs - 15"

10 open front desks - 25" (adjustable)

3 trapezoidal tables - adjustable legs for work corner arrangement

1 all-purpose work table - 42 x 60 - adjustable legs

1 tote tray cabinet - unit of 12 trays

Intermediate

5 chairs - 15"
10 chairs - 16"

5 open front desks - 25" - adjustable legs
5 open front desks - 27" - adjustable legs

3 trapezoidal tables - adjustable legs

1 all-purpose work table - 42 x 60

1 tote tray cabinet - 12 trays

SUITE II

D. TEACHER WORK AREA

This room will serve nine teachers and will require 650 square feet. Otherwise, the specifications are the same as those in Suite I, Section C.

SUITE III

A. THE MULTI-PURPOSE AREA

This suite is to serve as a common area, designed for approximately 30-50 children in large group activities such as music, dramatics, showing of movies, filmstrips and other activities. It will also serve the teacher planning and inservice functions after school.

Space should be provided for a piano and for a portable stage with a ramp for children in wheel chairs. Also three trapezoidal tables and 16 chairs with adjustable legs will be used for eating by some pupils and other activities which might require seating at a table.

There will be movable walls which will enable this room to be expanded for large group meetings of teachers.

SUITE III

B. DIAGNOSTIC-THERAPY

The Diagnostic-therapy area will include space for the following personnel to perform their respective supportive services in this center:

Psychologist
Speech and Hearing Therapist
Physical Therapist
Occupational Therapist

CONFERENCE ROOM

This room should be adjacent to the teacher workroom in Suite II if possible, connected by an operable wall, and still opening into the multii purpose section of Suite III.

The team of teachers, including teacher-aids will need a place to plan each day, as a total group, for the next day's activities and to evaluate current activities. Smaller groups of one, two or three will need to meet from time to time during the day as need arises. Teachers will frequently need a private space to confer with individual children or with parents. Thus, the main requirements of this room are that it be capable of seating comfortably up to ten people. The size of this room is 200 sq. ft.

THE SPEECH HANDICAPPED THERAPY ROOM

The speech handicapped child may have an organic disorder such as a hearing loss, cleft palate or cerebral palsy which affects his speech, or he may have a functional problem such as stuttering, substituting one sound for another or delayed speech. In all cases the way he speaks calls more attention to the child than what he says, and special help by a speech correctionist is needed.

Speech Handicapped Therapy Room - continued

The daily program will be held in the special room assigned for speech correction. The room will serve speech handicapped boys and girls from the regular school program as well as those from the special education program.

Area - approximately 100 sq. ft.

TYPICAL DAILY SCHEDULE

8:45 - 9:15	Group of eight children, ages six to seven, in a lesson for Language Development. Semi-circular or round table with one large and eight small primary chairs are needed. Materials such as puzzles, small animal toys, games, paper, crayons, etc. would be used during the lesson.
9:20 - 9:55	Speech Correction for group of four cerebral palsied (crippled) children in wheelchairs.
10:00 - 10:30	Group of nine year old boys and girls from regular program for Speech Correction. Size of group varying from two to five.
10:35 - 11:00	Three hard of hearing children ages seven to nine from regular program for lipreading. (Lipreading helps a child who has a mild hearing loss to "hear with is eyes"). Table, chairs and blackboard are needed.
11:05 - 11:30	Four boys, ages ten to eleven, from regular program in stuttering therapy session. Table and chairs needed. Other equipment and materials are supplied by speech correctionist.
11:35 - 12:00	Audiometric (hearing testing) with a ten year old child from regular fourth grade. Audiometer, table and two chairs needed. Accessible electric wall outlet needed.
12:00 - 12:30	Lunch
12:35 - 2:50	Speech Correction or Lipreading classes at intervals of 25 minutes for boys and girls individually and/or groups of three to five.

HEARING ASSESSMENT AND THERAPY ROOM

This room would be used for assessing, to determine the extent of the hearing loss for boys and girls assigned to special classes or any child in the regular program who appears to have a hearing problem.

The auditory training unit would be used to re-enforce the training in speech and language development being given by the teachers of the deaf. It would be used periodically by the speech correctionist for auditory training. She would be seated in the small oval of the table facing the children. They would be seated facing her and wearing the headphones attached to the unit. The speech therapist uses a microphone, the wires of which are connected to the headsets, to help amplify speech sounds so the children can better hear and understand them.

The area for audiometric (hearing) testing could be used by the audiometrists (hearing testers) from the Dade County Health Department who test the hearing of every first and third grade child in Dade County Schools. It would also be used for any hearing testing done by the speech correctionist or special teachers of the deaf or profoundly hard of hearing.

PSYCHOLOGICAL SERVICES AND COUNSELING ROOM

Individual evaluations by the psychologist involve the child to be tested and the psychologist. A rectangular shaped table and two chairs are needed.

A conference area for discussing the results of the testing with parents and teacher - four individuals at most - should be included. This area should be set up for comfort and privacy.

The room could be used also for individual or group (4 children) counseling therapy by the elementary counselor. The same furnishings would be adequate. Materials, all of which could be used on the table, would be supplied by the counselor.

PHYSICAL AND OCCUPATIONAL THERAPY ROOM

This room should be approximately 400 sq. ft. It should have sufficient space in the physical therapy area for a treatment table, exercise mat, practice steps, walking parallel bars (approx. 12 ft. long), and a large mirror.

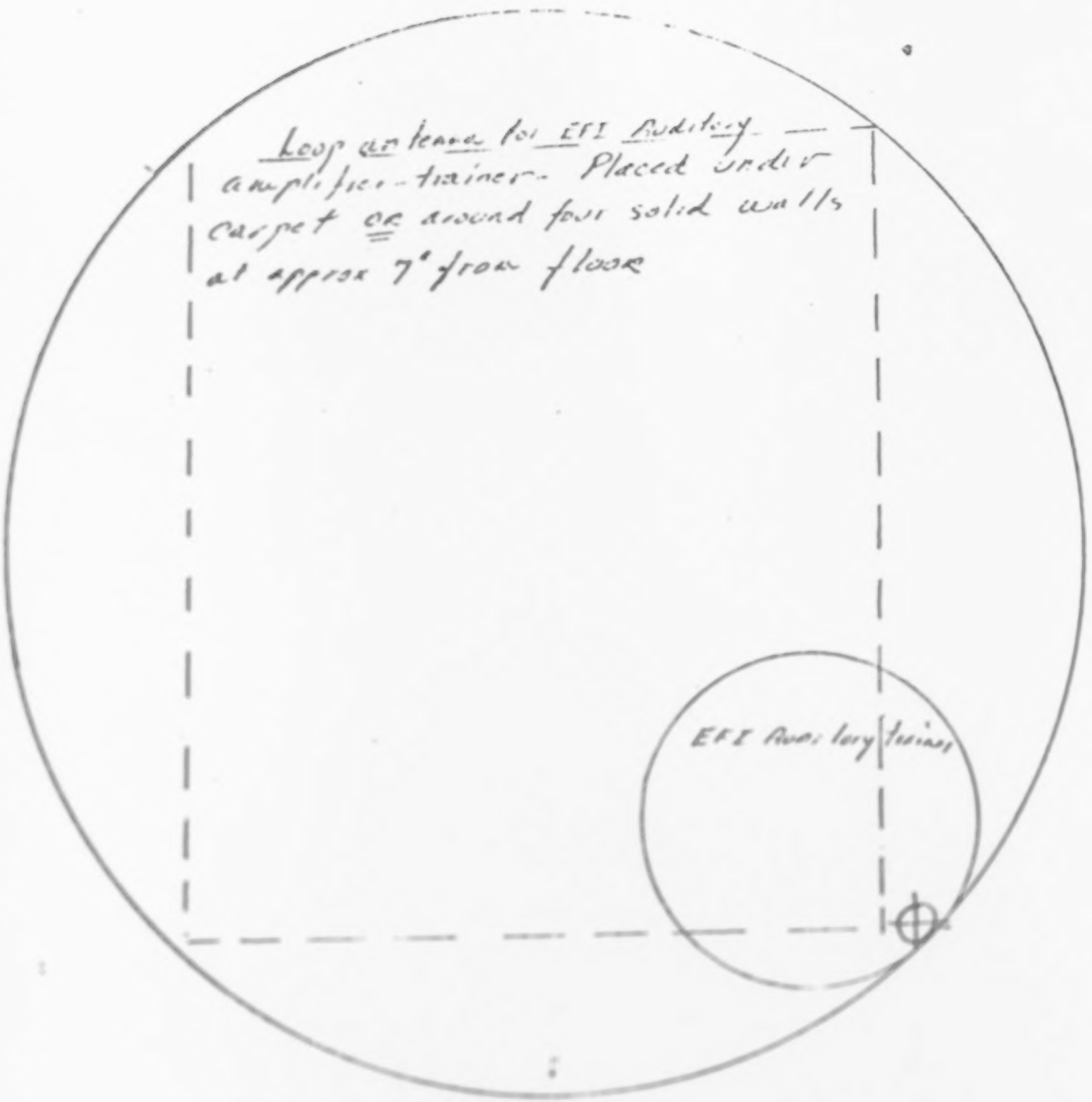
For occupational therapy a large table is necessary for children to work with games, puzzles, crafts materials and other small occupational therapy equipment. These games etc., should be stored in a cabinet which is easily accessible to children in wheel chairs or on crutches.

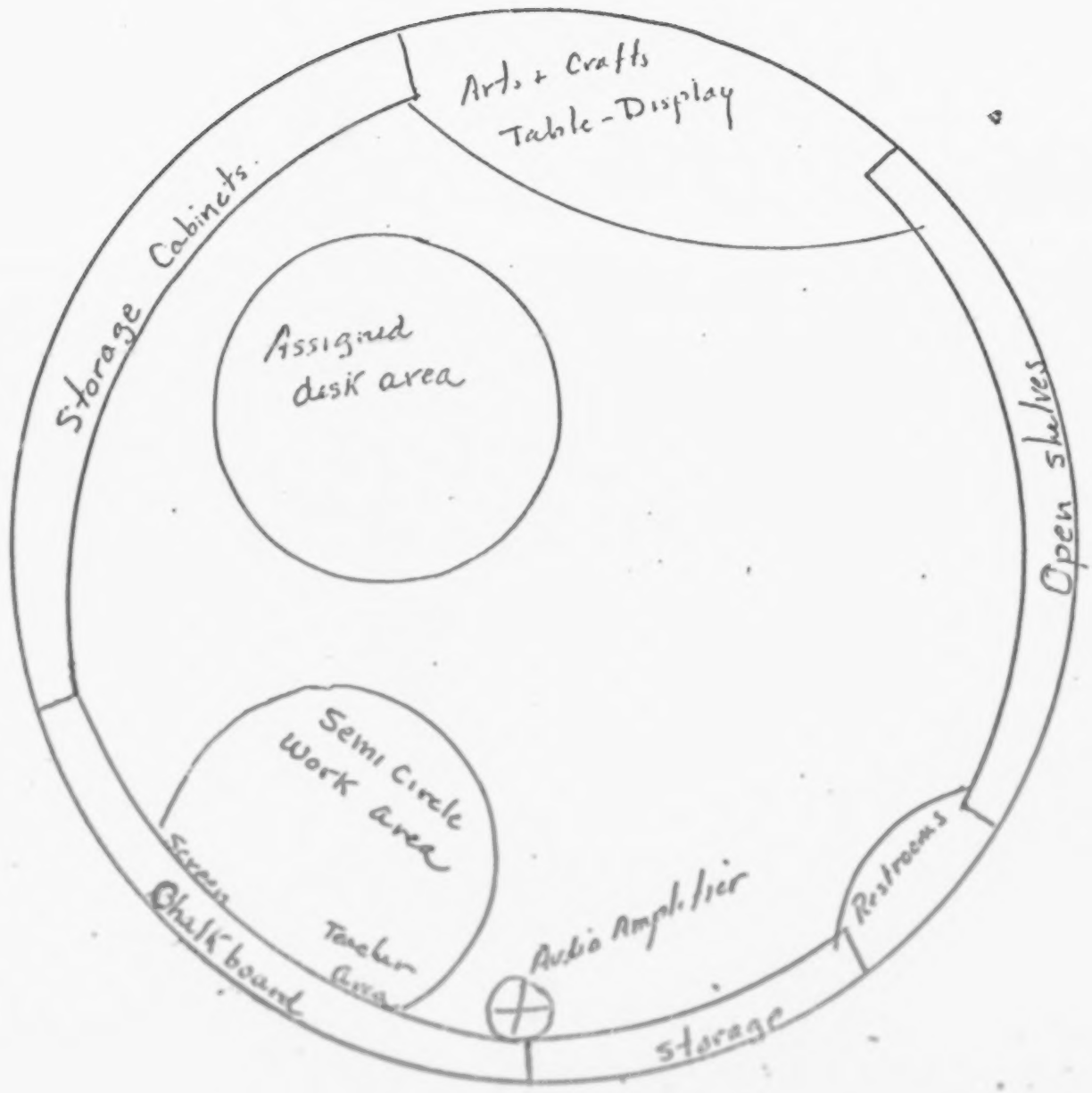
Vinyl
~~Cork~~ tile is recommended - no carpeting.

ORTHO BATHROOM AND CHANGING ROOM

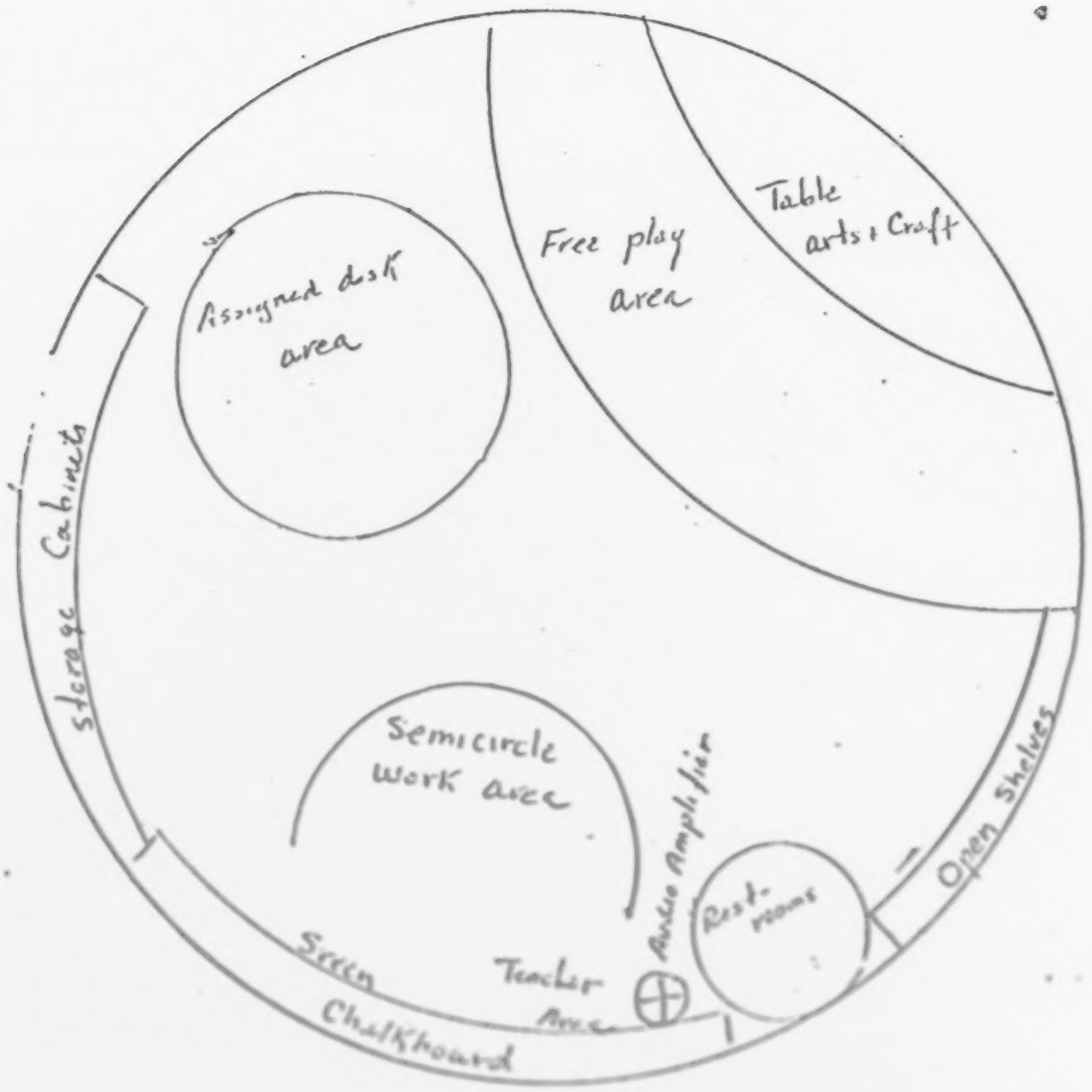
A bathroom should connect with this room. It will be used for the training of orthopedically handicapped children in taking care of their personal needs. The toilet stalls must be large enough for a wheelchair. Bars must be installed on the walls and basins should be at a height for children in wheelchairs to use. This bathroom should also be large enough for a table for changing children who are physically unable to be trained. A shelf under the table is useful for storing extra clothing, equipment and supplies. This bathroom should also connect with or be physically adjacent to the motor handicapped rooms (Suite II, B.).

Auditory amplifier - broadcaster
with Record player
2 floor mikes
10 portable receivers with boom mikes
120 v. flat round

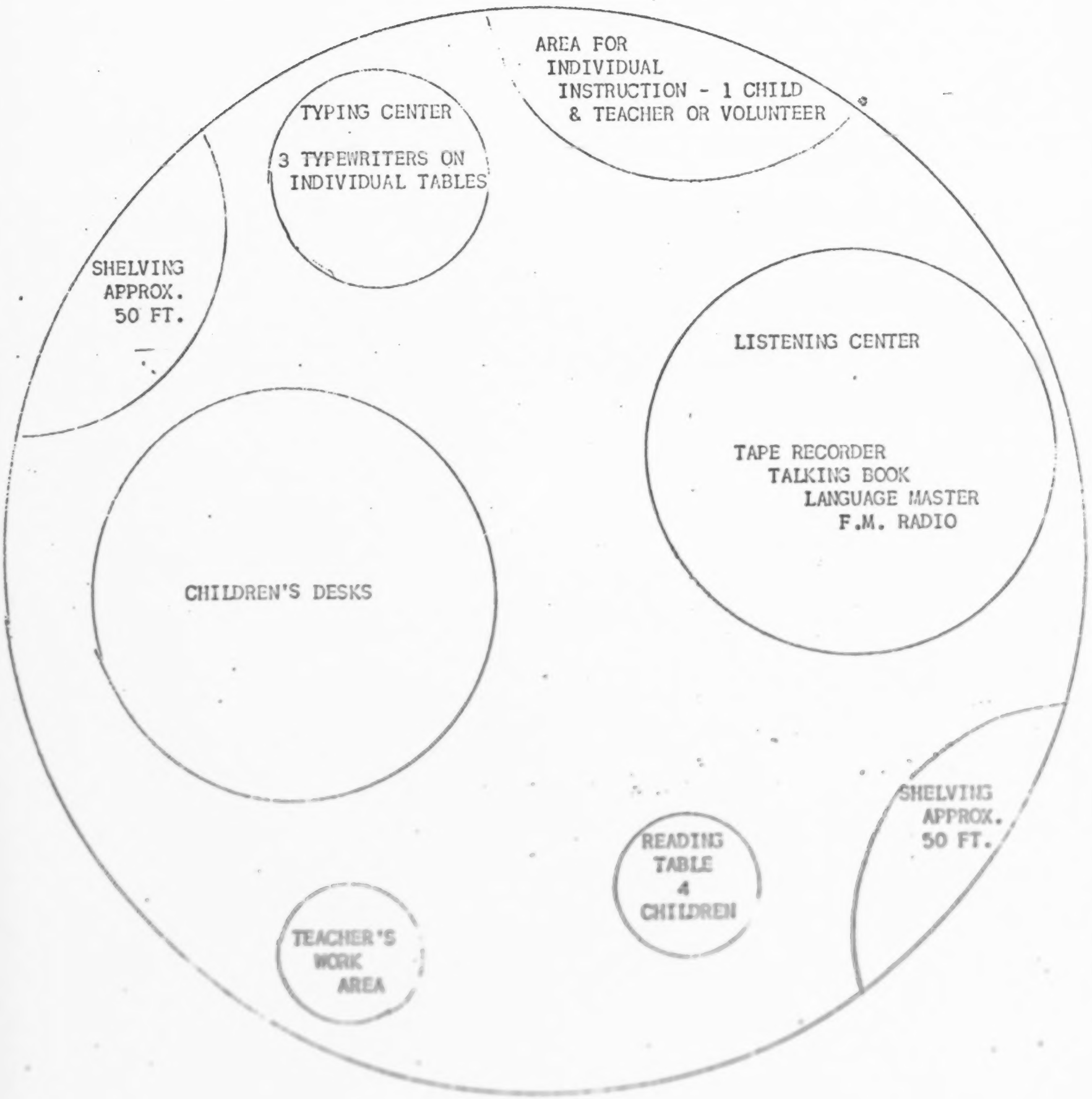

Loop antenna for EFI Auditory
amplifier-trainer. Placed under
carpet or around four solid walls
at approx 7" from floor
EFI Auditory Trainer

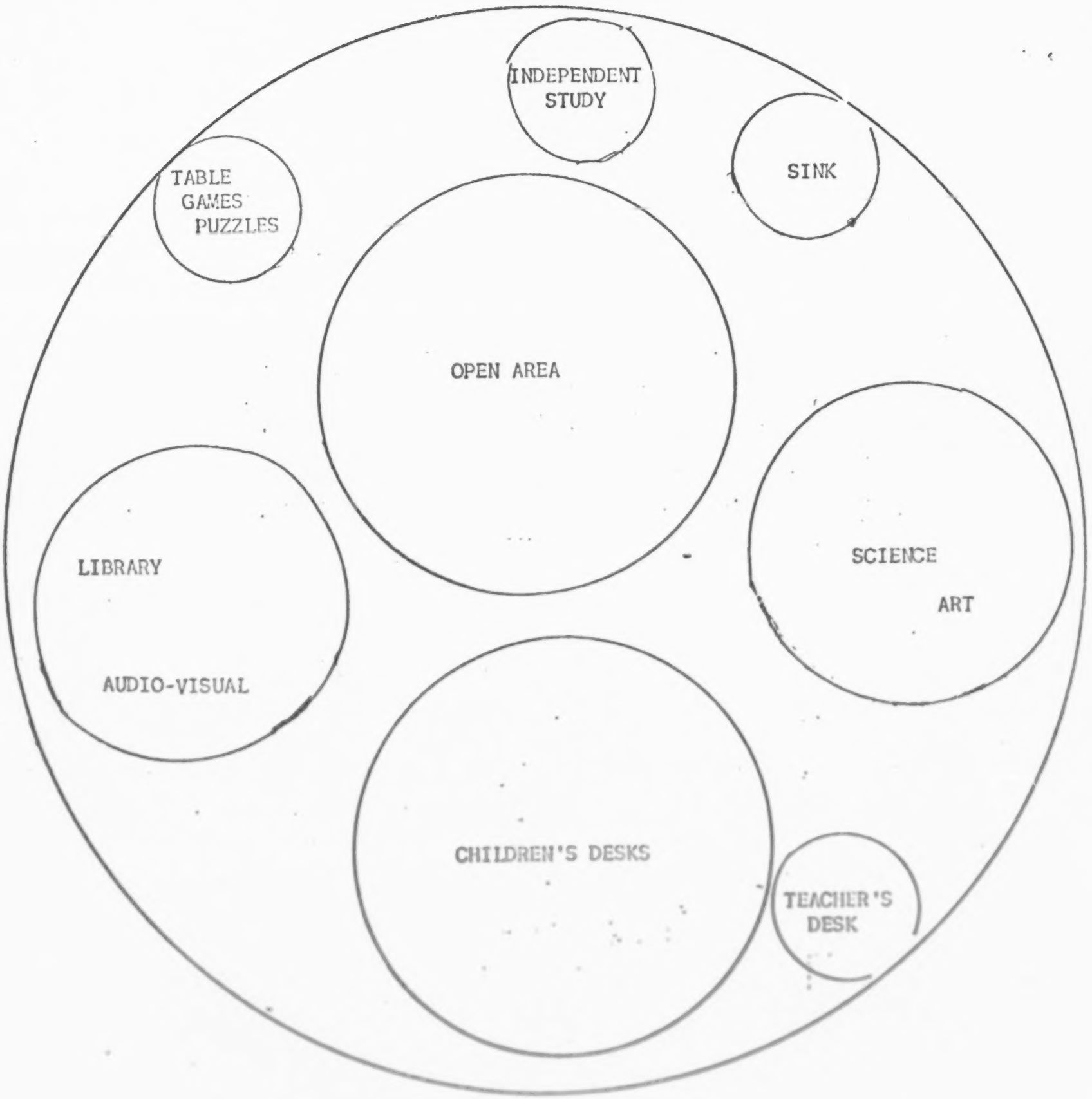


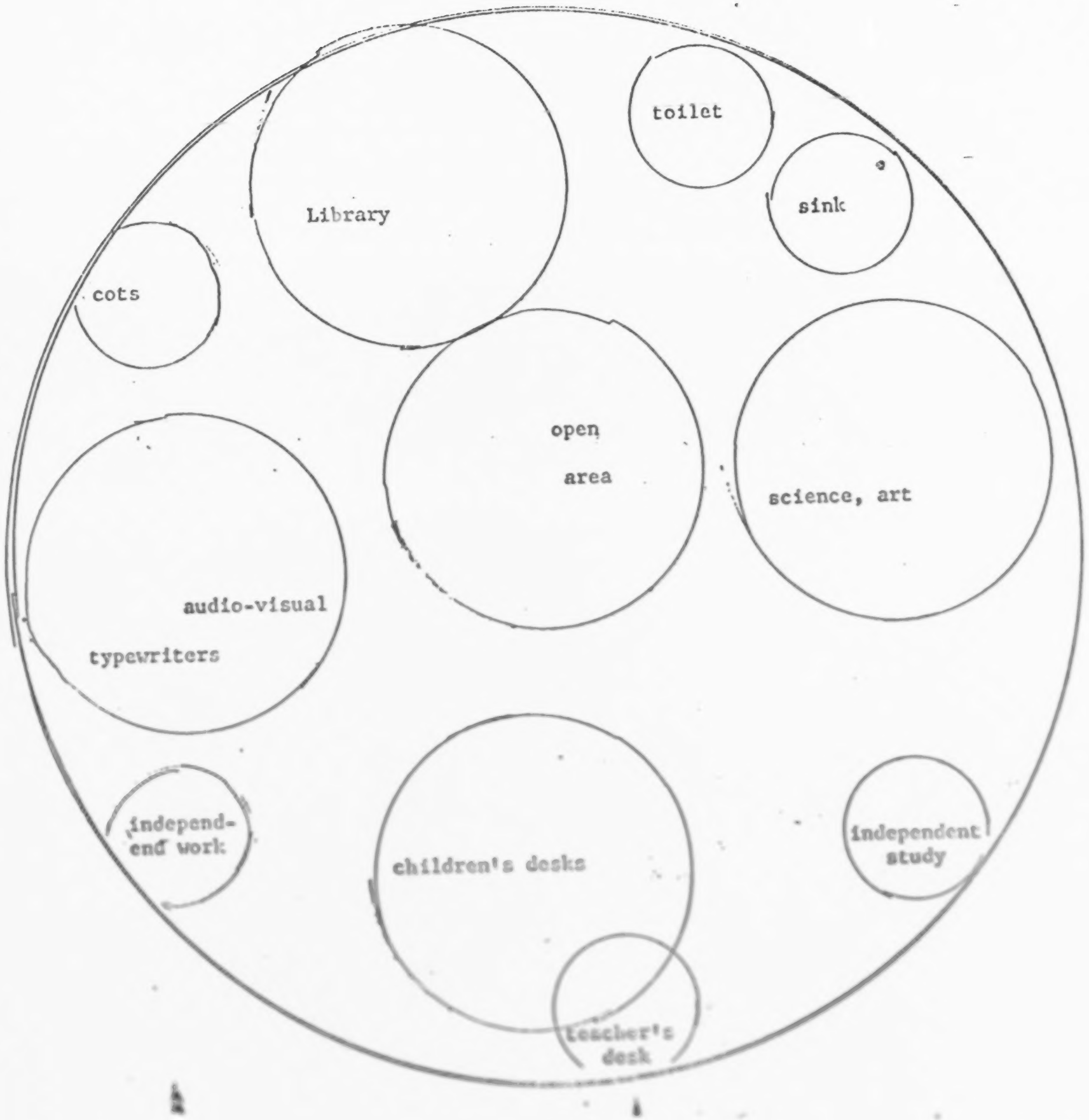
Elementary levels
Primary
Intermediate



Practical work

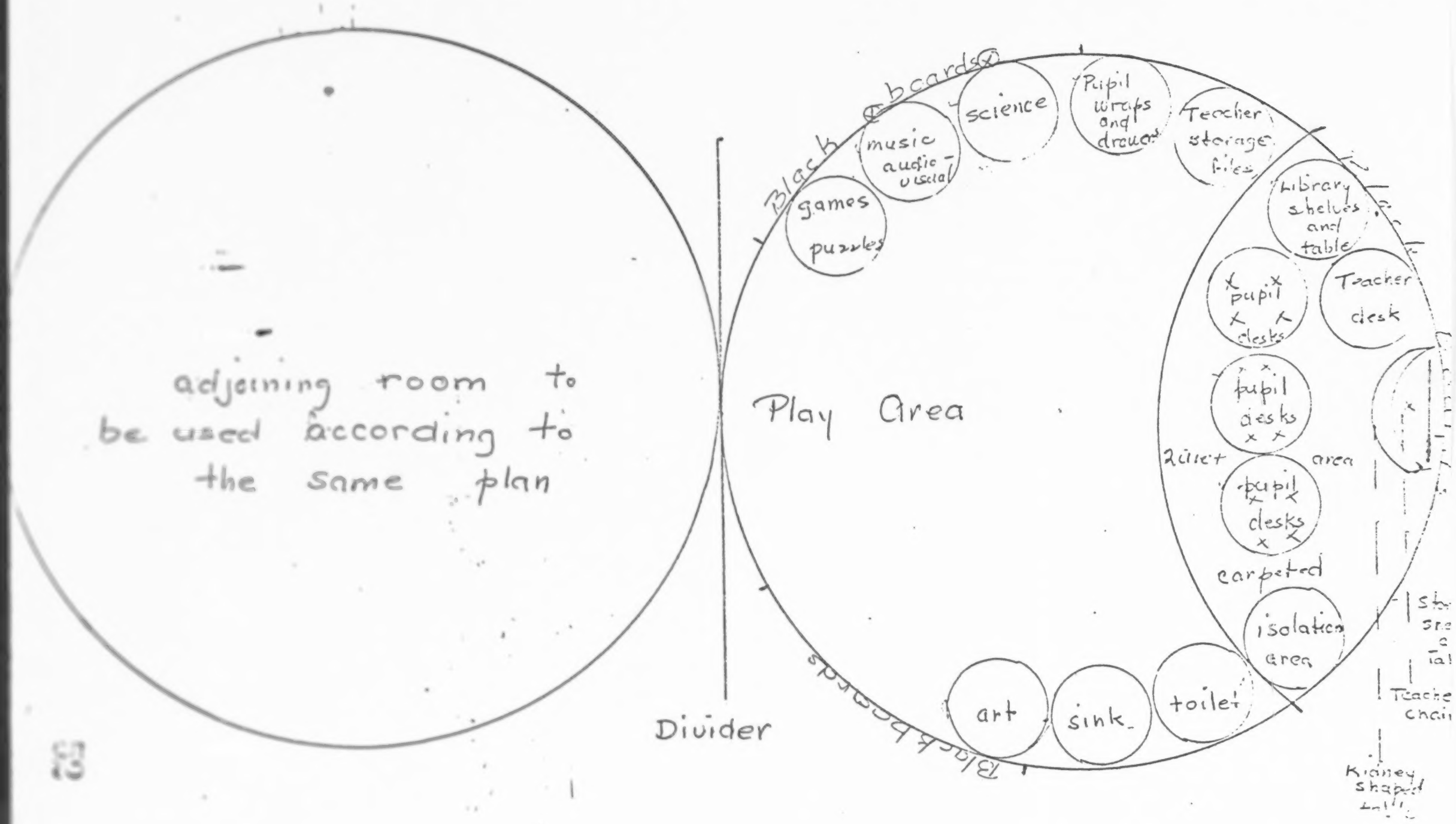

AREA FOR
INDIVIDUAL
INSTRUCTION - 1 CHILD
& TEACHER OR VOLUNTEER
TYPING CENTER
3 TYPEWRITERS ON
INDIVIDUAL TABLES
SHELVING
APPROX.
50 FT.
LISTENING CENTER
TAPE RECORDER
TALKING BOOK
LANGUAGE MASTER
F.M. RADIO
CHILDREN'S DESKS
SHELVING
APPROX.
50 FT.
READING
TABLE
4
CHILDREN
TEACHER'S
WORK
AREA


INDEPENDENT STUDY
TABLE GAMES PUZZLES
SINK
OPEN AREA
LIBRARY
AUDIO-VISUAL
SCIENCE
ART
CHILDREN'S DESKS
TEACHER'S DESK

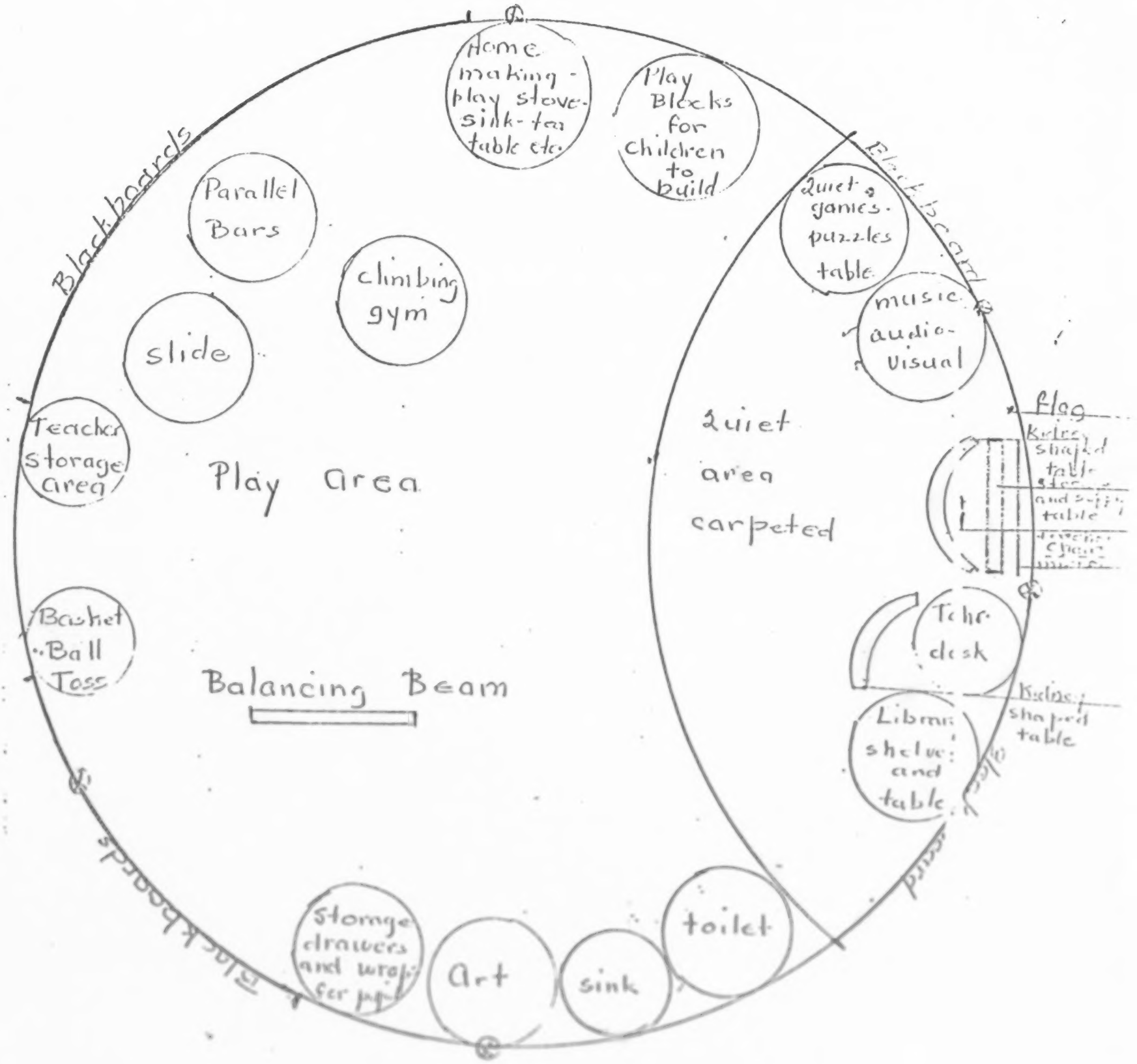


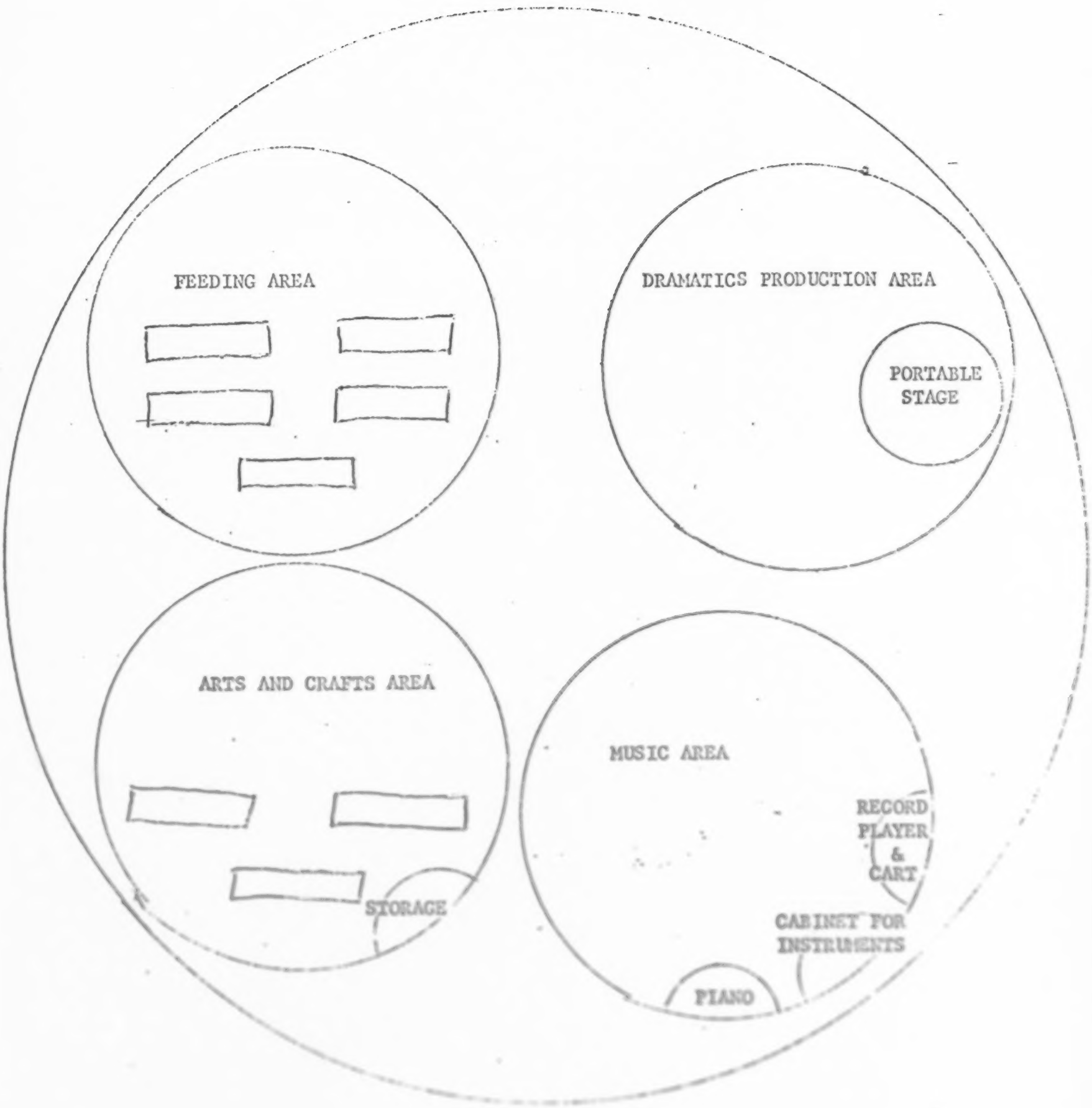
Motor Handicapped Room

Elementary Educable Retarded

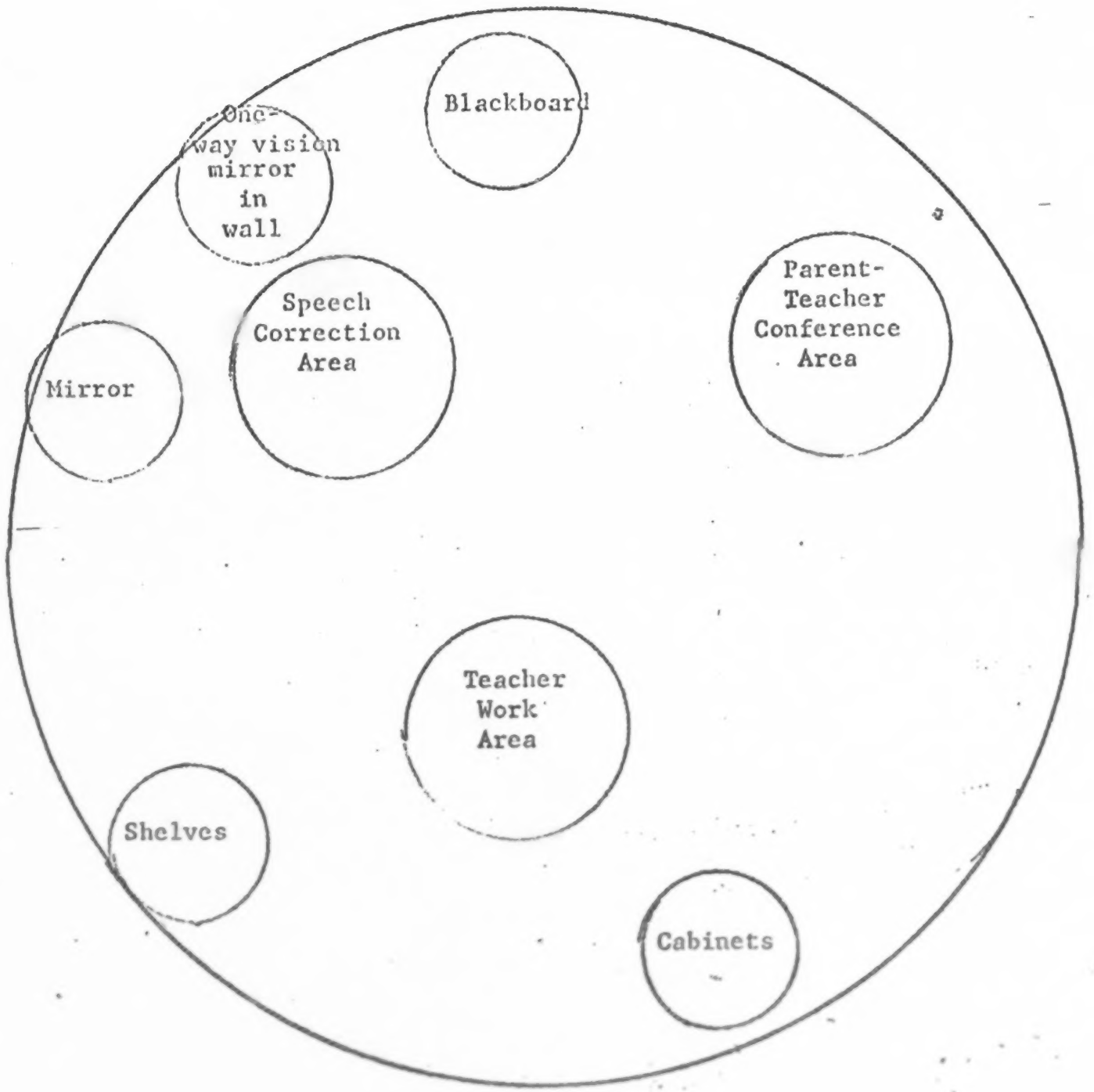


Intellectually Disabled – Elementary Trainable

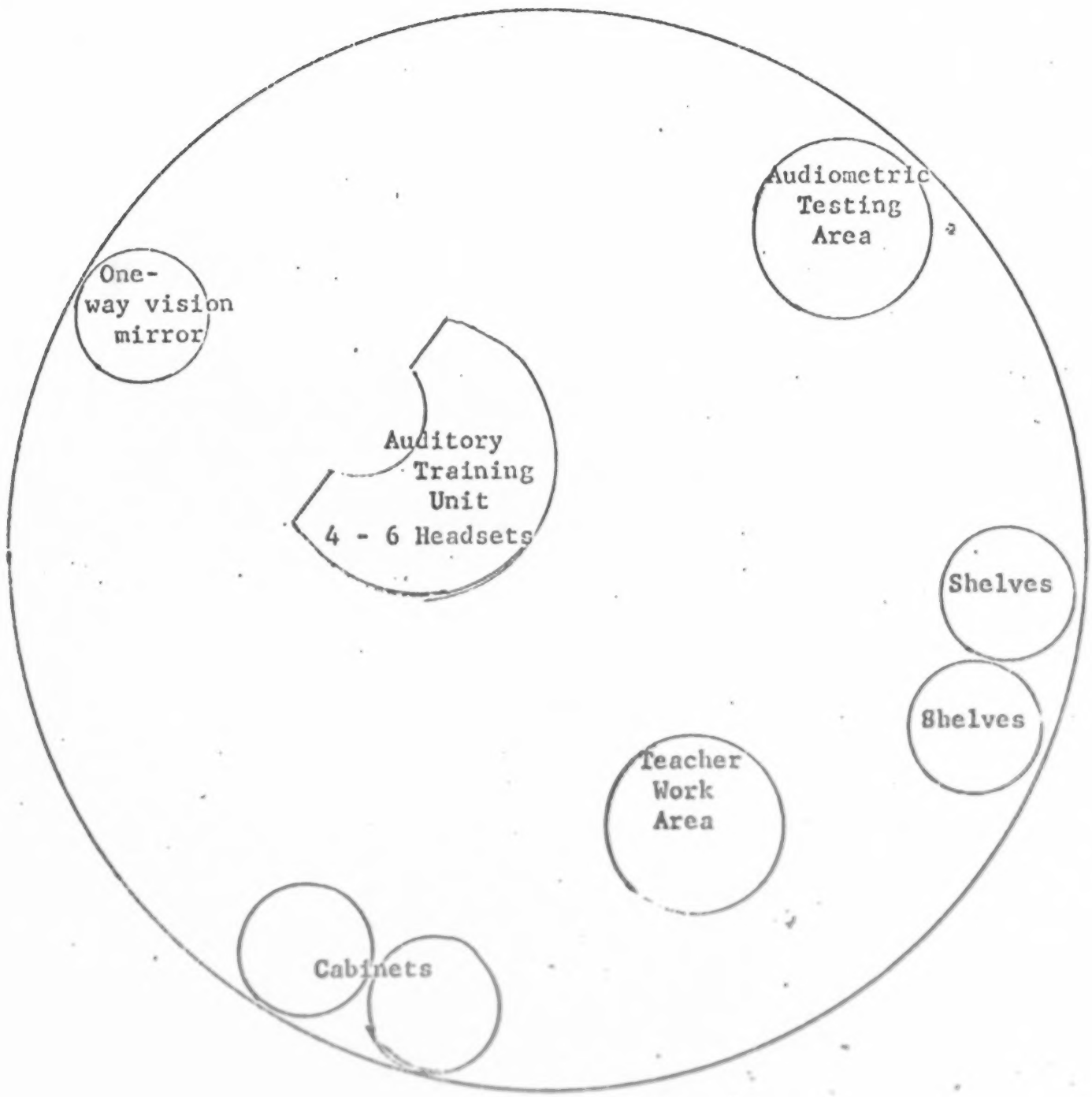




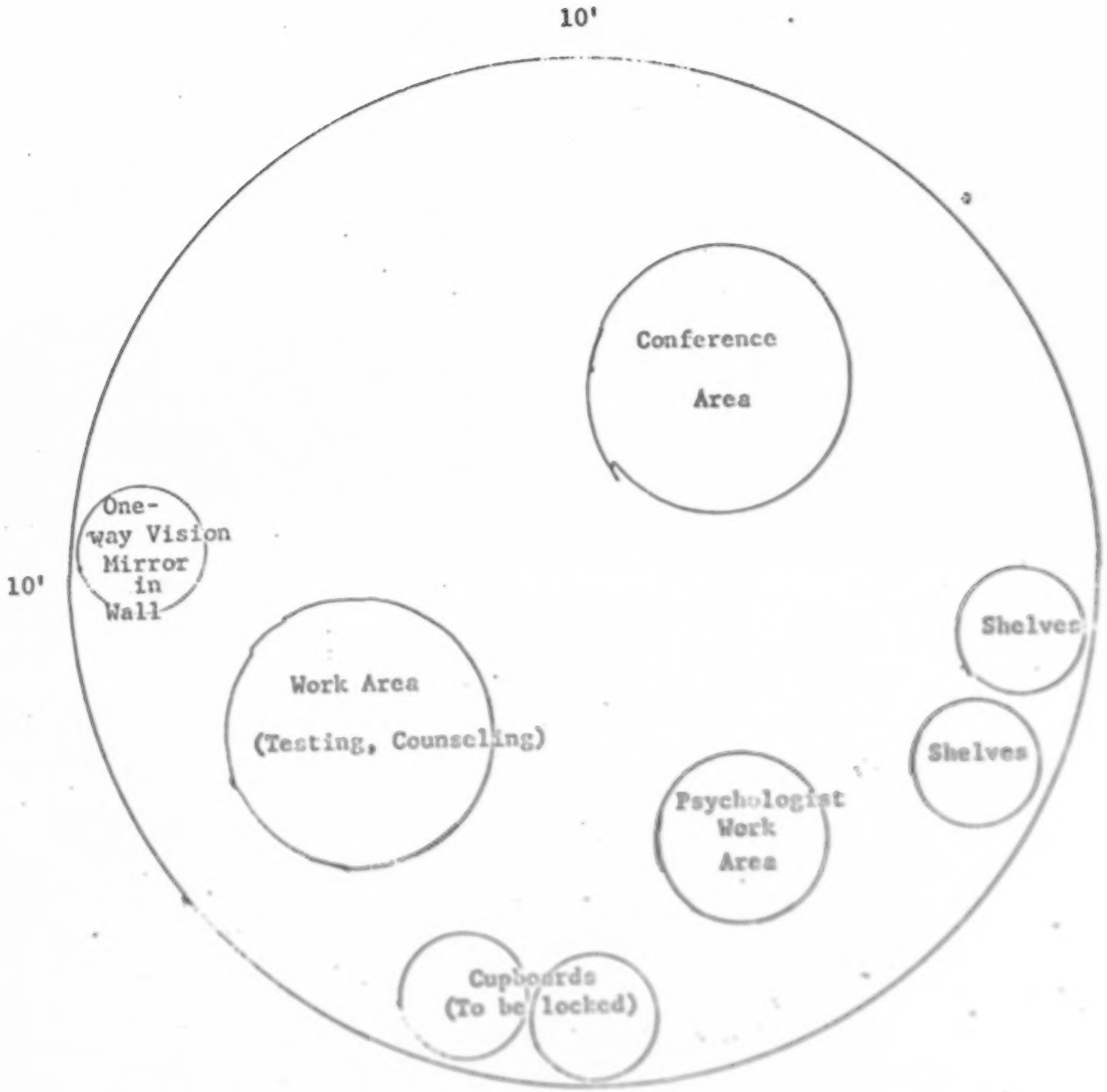
MULTI-PURPOSE SUITE



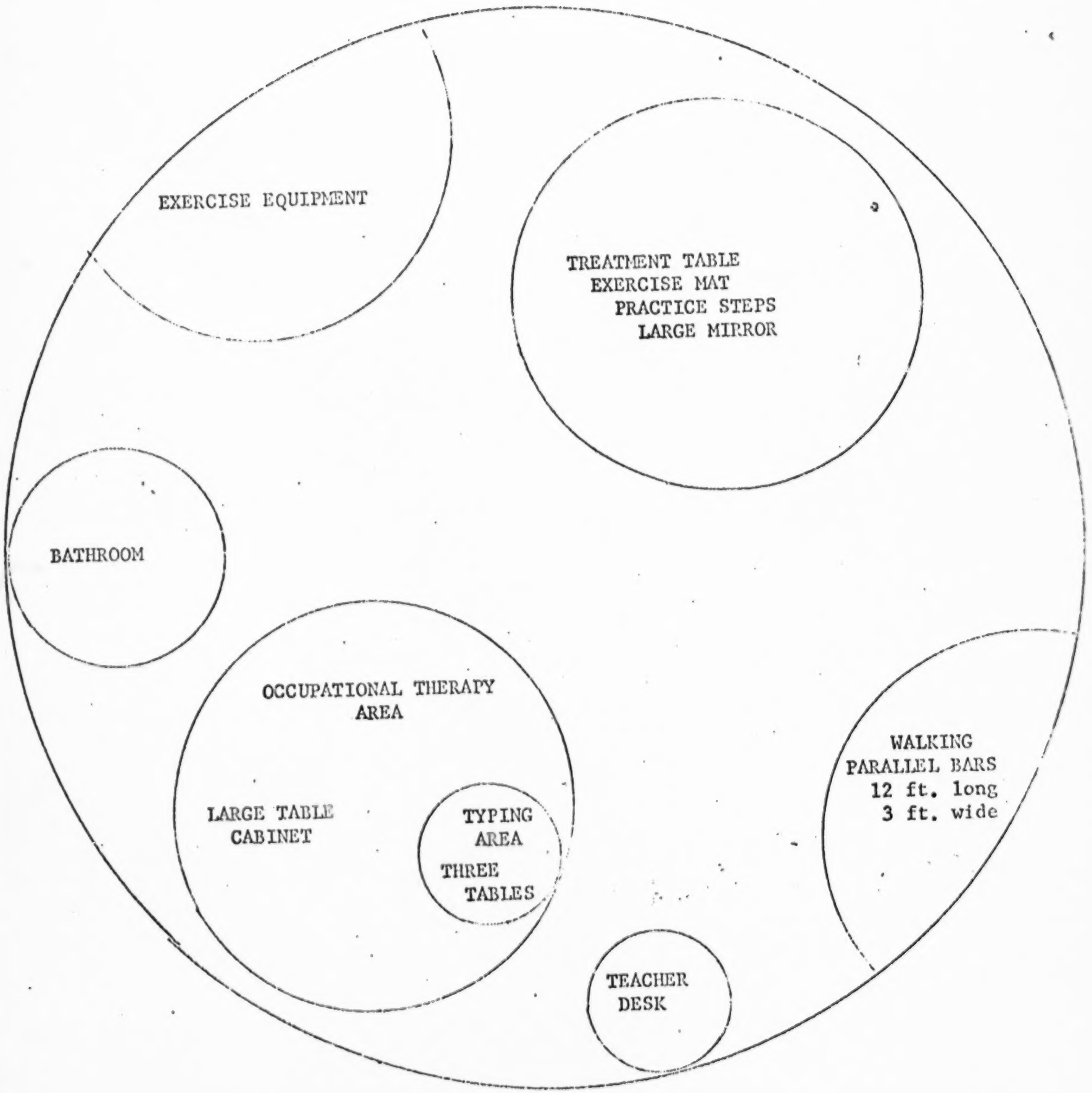
SPEECH CORRECTION



HEARING ASSESSMENT AND THERAPY

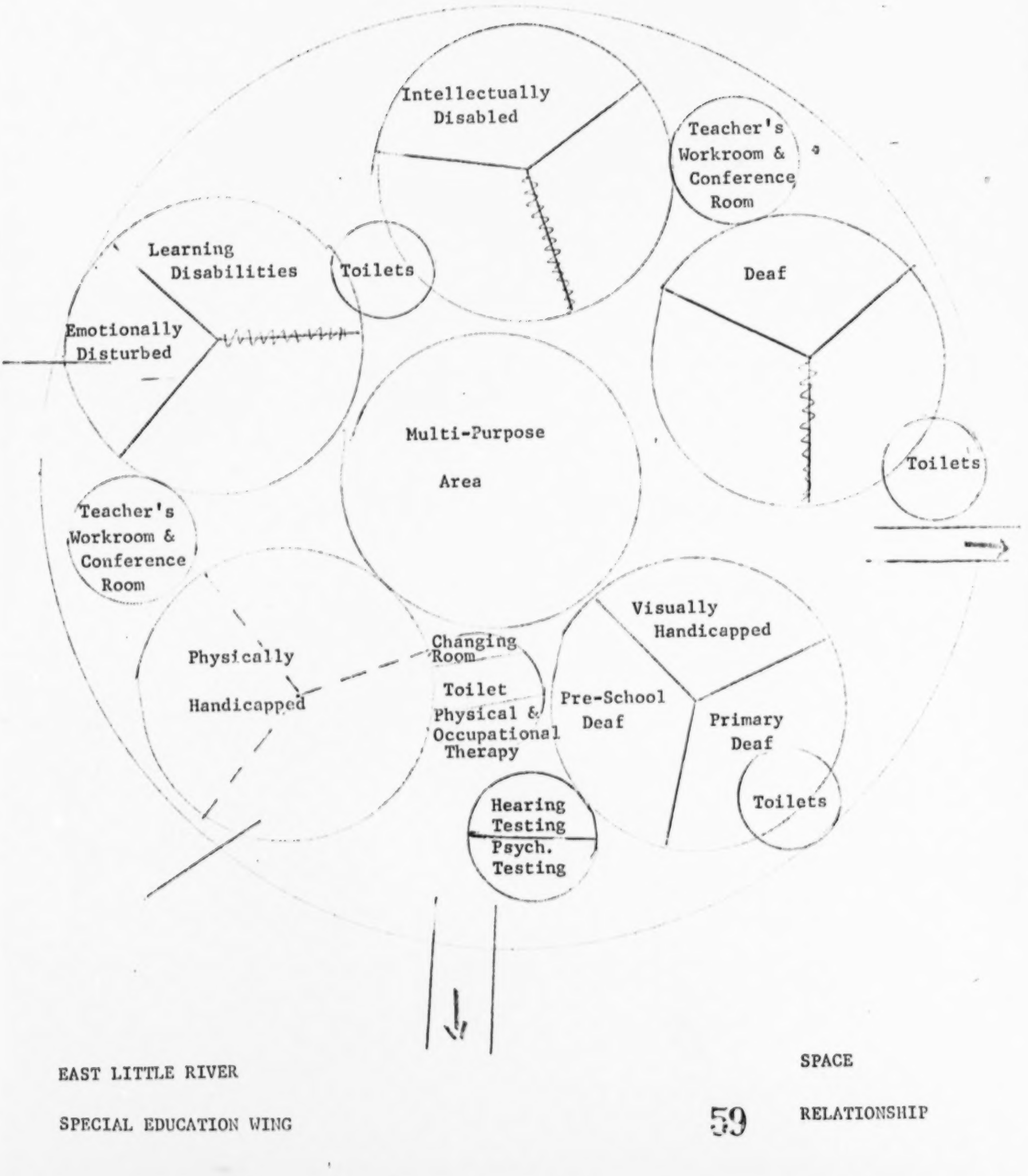


PSYCHOLOGICAL SERVICES AND COUNSELING



PHYSICAL AND OCCUPATIONAL THERAPY ROOM

2



EAST LITTLE RIVER

SPECIAL EDUCATION WING

SPACE

RELATIONSHIP